

THE SCHOOL GOVERNMENT CHRONICLE

AND
EDUCATION REVIEW

Vol. cxliii, No. 3,301.
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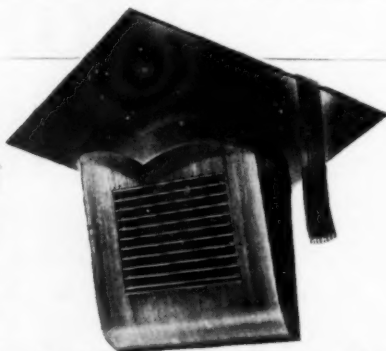
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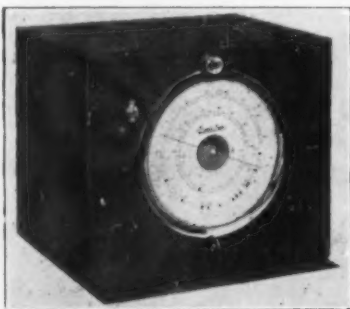


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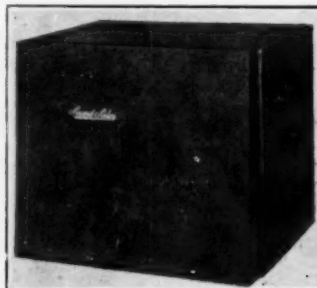


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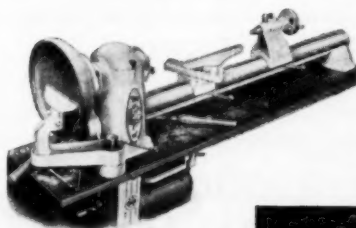
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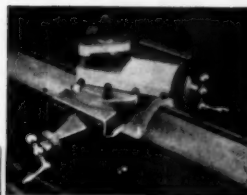
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SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,301. Vol. CXLIII.

AUGUST, 1950

The Education Act and Dual Control

By F. A. BRISTOW.

Before the present Education Act was in course of preparation, many pronouncements were made by responsible bodies and associations in regard to dual control. Most of these were agreed that dualism was a major problem of administration, that it retarded educational progress, and that it should be brought to an end.

The objections to dual control can be briefly summed up as follows:

- (1) The existence of non-provided schools hampers a local education authority in its re-organization schemes.
- (2) The free transfer of teachers from one type of school to another is impossible.
- (3) In single school areas, where that school is a non-provided school, parents have no choice of school, but must send their children to a "Church" school.
- (4) Grants from public funds should not be used for the maintenance of schools of a particular denomination.

Is it not, therefore, somewhat surprising that dual control should be such a prominent feature of the 1944 Act and, moreover, that so far from being removed even by a gradual process, becomes even more firmly entrenched?

As one watches the process of the operation of development plans, the effect of the rights of managers of voluntary schools is borne upon local education authorities, who are entitled to be resentful of the financial strain which the statute imposes upon them in respect of schools over which they have only a partial control. Their power to re-organize the schools within their own area must always be subject to the rights of managers of voluntary schools. It is clear that if the managers of any non-provided school wish their school to continue as a voluntary school, the local education authority must include the school in their development plan as a school to be maintained by the authority. The vast majority of voluntary schools are in the oldest buildings. Whilst this may be a measure of the debt the country owes to those voluntary associations which were foremost in providing schools for the education of the poor, it is for the same reason that the buildings

cannot be so altered as to bring them to the standards laid down in the Ministry's Building Regulations. This being so, the school must be transferred to new premises on a new site which the local authority must purchase and convey to the managers. Thus the managers have no financial responsibility for the site, for even if the school buildings can be enlarged by the acquisition of land contiguous with the old site, the local education authority must buy it.

In regard to the buildings themselves, the managers have the choice of applying for "aided" status, in which case they must show to the satisfaction of the Minister that they can provide half the money necessary either to bring the old building up to the Ministry's standards or to build a new school. This financial requirement is being met to a large extent by assistance which the managers are able to obtain from their Diocesan Boards of Finance. Or, alternatively, they can raise the money by a loan from the Government under powers given to the Minister by Section 105 of the Education Act. "Aided" status does, however, imply an ability on the part of the managers to keep the buildings in good repair structurally.

But perhaps the more controversial feature of dual control is the provisions in the Act for those voluntary schools which cannot meet the financial obligations of an "aided" school. These can still retain their voluntary status as "controlled" schools. For the consideration of relinquishing one half of their representation on the managing body and certain rights in the appointment of teachers, except reserved teachers, they can transfer all their financial obligations to the local education authority. Further, in the case of privately owned "controlled" schools, the rent is payable by the local education authority, who may, however, acquire the premises by a Compulsory Purchase Order and convey them to the Trustees, but they have no power to purchase and maintain the premises as a county school. And so dualism can remain as a constant impediment to a local education authority's development plans with little or no financial obligation on the part of the managers or trustees.

What has been briefly outlined in the preceding paragraphs are provisions of the Education Acts. Hence

it follows that in the case of a dispute as to the retention of a voluntary school, either in its existing premises or in new premises on a new site, no matter how it may impede the overall provision of primary or secondary schools for the authority's area, the question is one of law and the Minister must support the managers.

From the pronouncements mentioned in the opening paragraph, educationists might well have expected the abolition of dual control, or, at the most, one type only of voluntary school administered as the "aided" school will be. There is small place for the "controlled" school in the modern educational system. Indeed, so far as the local education authority is concerned, the term is a misnomer for, although they have full financial responsibility, their measure of control is by no means complete, and one is tempted to ask the controversial question whether the controlled voluntary school is justified as a permanent feature of educational law and administration.

An improvement in the supplies of dried skim milk powder has made it possible to restore the allowance for school meals and the meals service in other educational institutions to 1-oz. per head for each mid-day dinner from 1st August.

In Essex since 1945 7,375 new primary and secondary school places have been provided under the post-war programme, 10,000 places are now in course of provision and 9,150 places are anticipated in projects to be commenced in 1950. These figures are additional to the 5,970 places created under the H.O.R.S.A. programme.



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Nation's Teaching Strength Increased by 50,000

Speaking at the opening of the Easthampstead Park Training College last month, Mr. George Tomlinson, the Minister of Education, stated that the teaching strength of the country had been increased by nearly 50,000 in the last four years.

The real nature of the shortage of teachers, he said, was generally misunderstood and the assumption that the position was worse now than before the war was not true. Before the war there were fewer teachers in relation to the number of children than was now the case. One result of the 1944 Education Act was to reduce the maxima for school classes and this meant that although there were more teachers than before the war, still more were needed to effect this change and to cope also with the increasing number of children entering the schools.

Referring to the fact that some 200 men teachers who had recently completed their training under the Emergency Training Scheme were unemployed, Mr. Tomlinson said that he had every sympathy with these men and added that the Ministry was doing everything possible to get them placed without delay. Some of the comments made on this situation showed a lack of perspective, however.

"Of the 50,000 increase in the country's teaching strength, over 20,000 were men trained under the Emergency Training Scheme," he stated. "It is perhaps not surprising that at the end of this scheme there should be some temporary difficulty in fitting each man into a teaching job immediately his training comes to an end."

The Emergency Training Scheme was a very big operation and it had to be remembered that the teachers in the schools were not employed by the Ministry but by 146 local education authorities and by many hundreds of governing and managing bodies of schools.

"The present temporary difficulty arises largely because several colleges in the same area have had courses finishing at about the same time and because many of the men concerned have domestic ties which prevent them moving to areas where vacancies exist," continued Mr. Tomlinson. "None of the men trained under the Emergency Training Scheme need feel anxiety in the long run about their prospects of employment as teachers. The numbers of children in the schools are still increasing and new school buildings are being brought into use every day. The need for more teachers is a continuing one."

"In a recent circular to local education authorities, I have emphasized that because of the relative shortage of women teachers, which will continue for some years, it will be necessary to employ more men teachers, and I am sure that authorities will realize that it is very much in their own interest and in the interests of the schools to employ all the men who are at present waiting for jobs and all those who will be finishing their training during the next few months."

In deciding not to raise objections to lectures on Civics in youth centres the West Sussex Education Committee made a proviso that no attempt is to be made to introduce party political propaganda in the course of such lectures.

Crafts and Juvenile Delinquency

BY FREDK. D. HILL

How far is juvenile delinquency related to boredom? and how far can the comradeship of craftsmen offer alternatives to such boredom? We have been told recently that many young folk are suffering from "Sheer intellectual poverty"—the poverty of mind which leads directly to a search for a vague something. Unfortunately the young poverty stricken mind has not the least idea of where to seek this vague something, consequently we have the cosh boy, bag snatchers, and we remember recently the press publicity that attended the lad who stole a sailing craft and was missing at sea for days whilst planes and sea craft spent days searching. This desire for excitement and something new is natural in youth, it is only the lack of opportunity that causes such energy to be diverted to such dangerous channels. In the days when England was building the greatest Empire the world has ever seen, such youthful energy as running off with a boat to sea would have been resultant in another Sir Walter Raleigh, or a Francis Drake; in those days adventure abounded for youth of spirit. There was Leadership not Controls, and Adventure not Restriction. Perhaps one day this great little country of ours will again produce a leader and with youth at the helm willing to give all and dare all, Britain may again be great.

In the meantime, youth without national leadership must have local leadership. Little or no attention has been given to encouraging youth to create things for themselves—all too much time has been devoted to doing things for them.

Technical, Art and Evening Colleges are doing much to create in youth a sense of responsibility, a sense of service and desire to create; but we must go further, we must as always, start in the home, and start young.

Innermost in us all is the desire to create, to do things, to construct, whether it be the Arts or some useful object, and this most natural desire should be encouraged.

In girls, weaving will serve to create not only the desire to construct something but the desire also to be artistic and produce attractive material. Many boys also have a flair for designing and creating, and of course, the making of looms, etc.

Any instructor or leader knows how much easier his work becomes when the pupil has learned to "take an interest" and it has become a thrill to do things, rather than have things done for him. Thus, in the very young, a creative and instructive toy, such as a "Kiddyweave Loom," not only amuses but stimulates this desire, and later comes the real desire in the older children to make things—and weaving again offers a solution. It comes as a revival of what was innermost within us from the days when nearly every Briton was a craftsman.

Rarely does one find boredom in the Art and Craft Schools, or in Youth that has been encouraged and taught how usefully to use leisure hours—and not only that—the comradeship of others with a common interest in perfection of their craft stimulates and brings upper-

most that sense of goodwill which the idle street lounge or cosh boy would otherwise rarely know.

Let us then make war on this new poverty, intellectual poverty. Let's train the Youth of Britain to take an interest in crafts and craftsmanship. Let's encourage the work of the existing constructive youth organizations, and let's create new Youth Clubs devoted to craftsmanship. Let's get weaving.

Rating of Voluntary Schools Canteens and Kitchens

A ruling by the Valuation Officer of the Newcastle Area regarding the rateability of School Canteens and Kitchens occupied by Voluntary Schools but situate outside the curtilage of the school was submitted to the Northumberland Education Committee as follows:

(1) Canteens and kitchens within the curtilage of the Voluntary School form part of the "school premises" and are, therefore, included in the exemption from rating conferred by Section 64 of the Education Act, 1944.

(2) Canteens and Kitchens erected on land which does not form part of the "school premises" in that it has been acquired by the Local Education Authority and has not been conveyed to the Managers or Governors of the Voluntary School for use as "school premises," are not entitled to exemption. In such cases the Local Education Authority would appear to be the rateable occupier, having regard to their statutory obligation under Section 49 of the 1944 Act and the regulations thereunder.

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Parent-Teacher Associations

By GORDON MILLINGTON.

As a result of increasing indirect pressure upon headmasters, no modern school is likely to be for long without a Parent-Teacher Association; vehement views for and against the usefulness of these auxiliary organizations have been expressed, and there is certainly good reason to doubt whether many of them are in fact fulfilling a function whose educational value bears an efficient ratio to the amount of time and effort expended upon them by the staff. I cannot see that the promotion of dances, whist drives and similar social functions for the entertainment of parents is any part of a teacher's duty, nor is it really his job, as some declare, to attempt to educate the parents by means of lectures and discussions on abstract subjects often totally unrelated to the life of the school. Personally I would refuse to participate in any out-of-school activity such as these, which appear to me to have no direct connection with my true job of educating children; to do just this properly requires all a teacher's care and energy, and if these are to be directed into unfruitful channels, the children must inevitably suffer.

I do not, however, hold that a Parent-Teacher Association has no place in the life of a school, for the opportunity of discussing with parents the problems of each particular child cannot fail to be of value to all concerned; especially does it help the teacher, in these days of ever-increasing classes, to think of the child as an individual instead of merely the boy second from the end on the back row. Knowledge of his home background and the chance of finding out at first-hand the origin of many of the child's idiosyncrasies and peculiar needs will be of great assistance to the teacher, provided that the willing co-operation of parents can be obtained. It is, no doubt, the desire to attract as many parents as possible by appealing to the lowest common denominator of their interests that has caused so many Parent-Teacher Associations to degenerate into mere social clubs, of which the teacher is perform an unwilling member. We have to recognize that probably no more than a quarter of the parents of any school are either able or willing to undertake any serious educational collaboration with the staff, and that purely social activities tend to drive away those who would come for such a purpose. Therefore, it is not unreasonable to suppose that an Association containing only a quarter of the parents, but actually getting to grips with the children's problems, is infinitely more valuable than one which contains only the other three-quarters and devotes its time mainly to entertainments. The very name "Parent-Teacher Association" omits the only person for whose benefit the organization ostensibly exists, just as many of them omit sufficiently to consider the welfare of the children, which ought to be the sole common concern of parents and teachers.

One cannot but imagine, from the programmes of such associations, that their object is simply to raise money for the school fund, to be devoted to the purchase of materials or apparatus the Education Committee does not think it necessary to provide. Such apparatus may possibly fill a genuine need, but the proper way to obtain it is surely not for teachers to push junk carts round the

streets amassing parents' white elephants for a Parent-Teacher Association jumble sale, nor are such expedients calculated to augment the status and dignity of a profession at present deficient in both. Teachers who are forced by financial stringencies to drive lorries or mend roads during the holidays naturally may be forgiven, however, if sometimes they tend to forget this and apply to their proper profession the standards of their temporary calling.

The head master who concluded that a parents' association which interfered with school life was obnoxious, while one that did not was unnecessary, may have simplified the problem unduly (*Teachers' World*, April 26th, 1950), but one can imagine a possible train of events which might have driven him to this negative conclusion; perhaps he had not clearly defined to the parents the part they were expected to play in the Association. The practice of awarding a seat on the governing body to a Parent-Teacher Association representative may be defended, but only if it is clearly established that such a representative is appointed solely in a consultative capacity, while the responsibilities which teachers ought legitimately to assume in connection with Parent-Teacher Associations should be confined to talks with individual parents and lectures on various aspects of the school's work, particularly those which they are personally supervising.

There is no doubt that an enthusiastic body of parents can render great assistance to the school in helping with many of the additional activities such as plays, sports and exhibitions, which are normally undertaken out of school hours; if in so doing they relieve the staff of some of the demands made upon their time by such activities, no doubt teachers will be duly grateful. If, after all, they are willing (as they almost always are) to undertake these activities for the benefit of other people's children, it is not unreasonable to ask parents to collaborate for the benefit of their own; in fact, I believe they gain a great deal from thus sharing in their children's pleasures. The staging and costuming of a play, for instance, demands a great deal of hard preliminary work with hammer and nails or needle and thread, while many an athletics master would be glad to find a soccer-conscious parent whose keenness would extend to refereeing a school match on Saturday morning instead of confining itself to watching a professional one on the same afternoon.

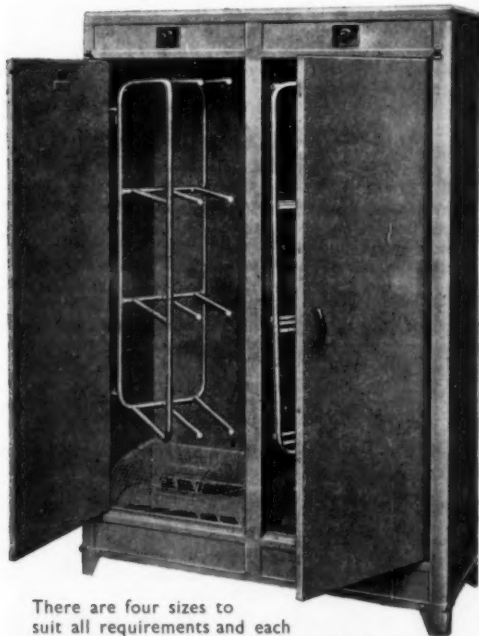
If parents wish to run whist drives and dances there is, of course, no reason why they should not, provided they do not expect the staff to participate in the work of organizing them. The main point really is that all the activities of the Parent-Teacher Association should be continuously referred to the standard of how far they are beneficial to the children, so that teachers will be able to look upon them as the valuable adjunct to the work of the school which potentially they are.

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Kent County Library

In the report of the Kent County Library for 1949-50, presented to the last meeting of the Kent Education Committee, it was stated that the number of books issued was 4,415,690, a decrease in comparison with the previous year when the issues had been the highest recorded in the Library, but still above the 1947-48 figure. 91,535 books were added to the library compared with 100,908 in 1948-49. The number of books in the library at the end of the year was 730,355 compared with 724,149 in the previous year.

For some years, says the report, there have been reciprocal arrangements with many of the autonomous library authorities in the County under which county residents may borrow from conveniently situated borough libraries and borough residents may borrow from the county library. The arrangements provide for contributions in respect of each borrower. The rates of contribution were fixed some years ago and requests for increases have been received from some authorities. The Committee have reviewed the financial arrangements in relation to figures of costs which have been supplied by the authorities, and they are satisfied that increased contributions are justified, but they adhere to the principle that these contributions should relate only to the running costs, which are likely to vary with the number of borrowers. Approval has, therefore, been given to revised rates on contribution to borough libraries in respect of running charges. The effect of the revision is to increase the total payments to such libraries from £2,150 to £2,950 a year.

School Uniforms again admitted for Grant

Since the issue of Circular 210 in October last, representations have been made to the Minister on behalf of both local education authorities and teachers regarding the importance of school uniform, more particularly for girls. After considering these representations the Minister has decided to modify the decision announced in paragraph 8 of that Circular that further expenditure on the provision of distinctive school clothing for pupils attending maintained and assisted primary and secondary schools would not in present circumstances be recognized for grant.

The Minister states that he is now prepared to admit for grant expenditure by local education authorities, in cases of parental need, on the provision of distinctive school clothing for girls attending maintained and transitionally assisted primary and secondary schools to the minimum extent considered essential. For boys such provision should be limited to a cap and badge.

This decision is made on the understanding that authorities will exercise all possible economy in the provision of distinctive school clothing and will, where necessary, revise the income scales and schedules of clothing previously in force.

Safeguarding Children Against Tuberculosis

The Joint Tuberculosis Council have made recommendations to the Minister of Health regarding the protection of organized groups of children against the risk of infection by adults suffering from tuberculosis, and in Circular 64 the Minister states his agreement with these recommendations, and in view of his general responsibility for the public health and his particular concern in measures to combat tuberculosis, is anxious that everything possible shall be done to give effect to them.

The recommendations of the Council are as follow :

- (1) No person with respiratory tuberculosis should be engaged for employment which involves close contact with groups of children unless and until the disease is certified as arrested. A candidate for such employment should, therefore, not be engaged without medical examination, including an X-Ray examination of the chest.
- (2) Persons whose employment brings them into close contact with groups of children should have an X-Ray examination of the chest annually.
- (3) If a person while thus employed is found to be suffering from respiratory tuberculosis, such employment should at once cease, and not be resumed until two consecutive medical certificates are given, the first stating that the disease is no longer active, and the second (after a further interval of six months), stating that the improvement in the general and local condition has been maintained—both certificates being based on X-Ray and bacteriological, as well as clinical, investigation.
- (4) If any unusually high incidence of respiratory or non-respiratory tuberculosis occurs in an organized group of children, a full investigation of the staff employed should at once be undertaken.

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Political Propaganda in Schools

The subject of political propaganda in schools was raised in the House of Commons last month when MAJOR TUFTON BEAMISH asked the Minister of Education whether he was aware that Communist propaganda is being taught in many schools; and if he would issue a circular insisting that all such propaganda ceases forthwith.

MR. TOMLINSON: It is a long established and well understood rule that teachers should not use their position to propagate their political views in the course of instruction. I have no evidence that this rule is being broken, but if the hon. and gallant Member has any particular case in mind and will let me have information I will investigate it.

MAJOR BEAMISH: If I give the Minister a copy of the text book I hold in my hand called "Life in the U.S.S.R." will he undertake to have this book withdrawn immediately from circulation, since it is Communist propaganda at its worst? Is it not a shocking and scandalous thing that the British taxpayer should pay for this subversive propaganda which is being taught to our children in the schools?

MR. TOMLINSON: If the book is drawn to my notice, I will certainly look at it. I would point out that it was published in 1944, when people were saying different things about the U.S.S.R. from what they are saying to-day; but if it is being used for propaganda purposes,

and I can find evidence of that, I will certainly inquire into it.

MR. RALPH MORLEY: Is the Minister aware that the question of the hon. and gallant Member constitutes a gross reflection on the professional integrity of the teachers of this country, and that all teachers are united in condemning any attempt at political propaganda in the schools, whether it be Communist propaganda or Conservative propaganda?

MR. NIGEL FISHER: Does not the Minister agree that it would have been a shocking thing to him to have found that 2,000 teachers in State schools in 1939 were members of the British Union of Fascists, and does he not find it equally shocking that to-day there are the same number at least, and probably more, Communist teachers in the State run schools of this country?

MR. TOMLINSON: I have not made any inquiries as to the number of people who profess various political beliefs; it is no part of my business to do so.

MR. CHETWYND: Would my right hon. Friend be careful not to interfere with the selection of text books, but to leave that to the responsibility of the teachers concerned?

MR. TOMLINSON: I have no authority to interfere with text books.

The Twentieth Biennial Conference of the Special Schools' Association will be held in Manchester from 20th to 23rd September.



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A New Approach to History and Geography Teaching

For many children, history is just a succession of battles, a calendar of violent happenings. Many notions planted in a childish mind by this traditional teaching have to be considerably revised later. For centuries the teaching of geography and history have served to foster the most aggressive national sentiments instead of pointing the way towards world community and underlining the solidarity which unites men. The contradictions to which such teaching lead are too important to be ignored. During the last war, a French philosopher wondered about this notion of grandeur which led him to condemn Hitler while he had been taught to admire Caesar. And it is interesting to recall that it was by reading a bad "history" book on the Roman dictator, Sulla, that Hitler's "mission" was revealed to him.

Even though certain of these textbooks are written in good faith, they nevertheless contain conceptions and stories which may exert a harmful influence on the child's mind. It is to establish criteria by which these influences can be judged, to revise these books so that, according to the aims of Unesco, they can "build the defences of peace in the minds of men" that a seminar is now being held in Brussels, from July 22nd to August 23rd.

Three principal subjects will be submitted to the participants: comparative study of methods employed or suggested for textbook analysis and evaluation; comparative study of the contents, presentation and use of textbooks in various countries and at various levels of study; the ways in which textbooks can assist in the development of international understanding and world co-operation for peace.

There is no question of establishing a "standard" textbook or of compiling an "official" history to be taught universally. It is an attempt to make the teaching of history something more than just "the teaching of war"—first tried on a small scale immediately after the Napoleonic era.

Such an approach does not mean eliminating the personal and national aspects of history. Teaching the wholesome love of country need not imply aggressive nationalism. This is not impossible. For as a French historian wrote shortly before dying at the hands of the SS: "I have never believed that to love one's country prevents one from loving one's children. No more can I believe that internationalism of mind or class is irreconcilable with love of country. It is a poor heart which is forbidden to hold more than one affection." (Marc Bloch—"Apologie pour l'histoire.")

If the teaching of history, by its bias, can be dangerous for peace, the problem of geography teaching is different. It holds fewer dangers but perhaps, in the fight to create a peaceful world, it can contribute greater resources.

"The precision which your subject evokes and demands," said M. Jaime Torres Bodet, Director-General of Unesco, in his message to participants at the Montreal Seminar, "the need to explain and understand which you foster in your pupils, lead naturally to the spirit of 'tolerance and friendship' which the Universal

Declaration of Human Rights would have education stimulate."

The Montreal Seminar on the teaching of geography as a means for developing international understanding, will be principally pedagogical in character. In studying the part which the teaching of geography can play in developing international understanding, special attention will be paid to the education and training of geography teachers and to the study of practical techniques to be applied in the classroom.

These two seminars are part of a general Unesco programme whose aim, in the words of Jaime Torres Bodet, is "to re-examine methodically the content and methods of education." "In 1947," he said, "our first seminar pointed the way in affirming the necessity for a reorientation of education and in indicating the principal subjects to be studied and investigated. In 1948, participants at the Podebrady Seminar laid down the psychological foundations for developing in children a sense of world community. This year we open what I would call the 'cycle of school disciplines.' For 1951 we are preparing a seminar which will be inspired by yours and which will be devoted to the teaching of history (the Brussels Seminar concentrates on textbooks alone). And in 1951 we will prepare for 1952 a seminar on the teaching of foreign languages."

But time is running out. These attempts at peace assume greater importance every day since every day sees a further threat to peace. As the Director-General said in his message to the Seminar at Montreal: "We are engaged in a race between education and catastrophe."

Royal Schools of Music

The Sixty-first Annual Meeting of The Associated Board of the Royal Schools of Music (Royal Academy of Music, Royal College of Music, Royal Manchester College of Music and Royal Scottish Academy of Music) was held in London last month.

Dr. R. S. Thatcher, O.B.E., M.C., in the chair, presented the report for the year 1949 which showed that the Board had had 121,406 candidates for its examinations in schools and local centres, the majority in Britain, but including 16,561 in the Commonwealth overseas. 147 out of 388 candidates had gained the professional diploma of L.R.S.M., and twelve scholarships for study at the Royal Academy or Royal College had been awarded. There had been a slight diminution in the number of entries in Britain, and this was due, said Dr. Thatcher, to certain measures which the Board had deliberately taken to raise the standard; he was confident that this was the right course.

Sir George Dyson answered some of the criticisms levelled against examination systems, and emphasized that the Board's examinations were not an end in themselves but simply a means of spreading the standards and work of the four Royal Schools.

There was an attendance of 204, including Honorary Local Representatives and members of the professorial and examining staffs of the four Royal Schools.

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A Century of Club Work

The Annual Conference of the National Association of Girls' Clubs and Mixed Clubs, which took place in Liverpool from July 14th to 16th, concentrated on the development of youth clubs from their inception about 100 years ago to the present time. An exhibition of old and new records and crafts gave a picture of the changes in club activities over the century.

Mrs. Mary Stocks, M.A., Principal of Westfield College, outlined the developments of the social services over the past 100 years. The private charities of the past century were the path-finders of the State social services to-day: by the year 1850, the foundations of local government, and the trade union movement were laid, and a social consciousness was evolving.

Speaking on "Voluntary Work in a Changing Society," Mr. E. Caradog Jones, M.A., Late Reader of Social Statistics, University of Liverpool, stressed that all social work was a part of life as a whole. Its fundamental purpose, which was determined by the beliefs of the individual, was not affected by the coming of the welfare state, but might need re-interpretation as each generation spoke its own language. One of the chief lessons to be learnt in life was a sense of community. A community sense should be learnt in the home and developed in the youth club.

The club leader set the standard for the club. Leaders must have a real sense of mission combined with vigour and enthusiasm. The best leaders had a quality of mind

and personality which could influence young people at the most plastic period of their lives. Clubs might well prove to be the training ground for the leaders, who would be needed for the county colleges of the future.

As Chairman of a Brains Trust on club work, Mr. H. S. Magnay, Director of Education for Liverpool, stated that never before had so many young people belonged to happy, disciplined associations. Voluntary associations would go on in partnership with the State maintaining their freedom.

There were four things, said Dr. J. Macalister Brew, Education Advisor to the National Association of Girls' Clubs and Mixed Clubs, that she looked for when she went to a club for the first time. The first was noise: whether the noise was a happy, busy noise or a bored noise. The second was the attitude of the caretaker: he was one of the most important people in the club: was he happy or unhappy? The third was how the members spoke to each other. The fourth was the club programme: were the members clock-watchers who had been press-ganged into the club's activities?

Other speakers were Mrs. Frank Sheed, Chairman of the Practical Training Committee of the Catholic Evidence Guild, who emphasized the need for vocation in the modern world, and Mr. Francis Baines, who demonstrated the technique and use of orchestral instruments.

A Successful Trade Joint Education Committee

A very successful employer-employee joint education committee for the Painting and Decorating Industry, is operating in the Northern Region. Set up in 1948, it is called the Northern Region Painters' and Decorators' Joint Education Committee, and is composed of representatives of the National Federation of Master Painters and Decorators (employers) and the National Society of Painters (employees).

Among the objects of this Regional Committee are:

To act as the representative body in the Northern Region for the educational side of the Painting and Decorating Industry and as such to co-operate with the appropriate Regional Councils for Further Education.

To endeavour to attract suitable boys to the craft and in co-operation with local committees to arrange for their adequate training both in the workshop and in the Schools.

Under the aegis of the Regional Committee, local joint education committees have been set up:

To act in an advisory capacity to the local art or technical schools and the local education authority with a view to securing the establishment and maintenance of adequate accommodation and training equipment for the training of painters and decorators.

To help and advise the local authority or school in the provision of staff for the painting and decorating classes.

To bring to the notice of the Regional Committee any matters appertaining to the training of painters and decorators which call for action at a "Regional" level.

As with the Regional Committee, these local committees comprise employers and employees in equal representation. Up to date, local committees have been formed in no less than seven areas, and five more are in process of formation.

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Selecting Pupils for Secondary Schools

The present arrangements for the selection of pupils for admission to secondary schools in London will be continued next year, except that the general paper in the Common Entrance Test will be replaced by a standardized intelligence test such as that prepared by Moray House, Edinburgh.

As it is generally agreed that the measurement of a child's intelligence should not depend on answers in one written test, taken on a single day, it is proposed that a preliminary test should be given to children about six months before they take the Common Entrance Test. The new preliminary test will be introduced in the Autumn of 1951.

Fourth Annual Summer School for Youth Leaders and Organisers

Under the directorship of Dr. J. Macalister Brew, M.A., Education Advisor, the National Association of Girls' Clubs and Mixed Clubs, held its fourth annual Summer School at Westhill Training College, Selly Oak, Birmingham, from July 22nd to July 28th.

Dr. Brew, in a series of lectures on human relationships, felt that club leaders should pay more attention to human relationships in the club and should have a knowledge of elementary psychology.

Mr. A. Barclay Russell, Chairman of the Society for Education in Art, speaking on "Painting," said there was a need to restore the intuitive faculty in man by the development of the imagination, and Miss Beryl Foyle, a member of the Birmingham Education Committee, outlined the "Contribution of industry to the welfare and development of the young worker."

In a lecture/recital, "A Woman's Touch," Miss Margaret Leona traced the history of drama from its early beginnings to the present time, and demonstrated how a basic stage costume can be adapted for various periods.

The five programme advisors, appointed through the generosity of King George's Jubilee Trust to the National Association of Girls' Clubs and Mixed Clubs, to develop youth club programmes, tutored groups in music, drama, field studies and crafts.

Art Examinations Changes

Details of new arrangements for Ministry of Education Art Examinations have just been published ("Rules Governing the Award of the Ministry of Education's Diplomas and Certificates in Art, 1951," H.M. Stationery Office, price 4d. net).

The most important requirement of the new system, which will come into effect next year, is that a student will have to take a suitable preparatory course approved by the Ministry before being allowed to enter for the examinations. When approving courses for these purposes, the Ministry will be advised by a National Committee comprising representatives of the art schools, industry, local education authorities and the Ministry.

One effect of this change will be that the number of subjects externally examined will be reduced, thus giving the art schools greater freedom to plan courses of study so as to meet the needs of individual students.

They will now be in a better position to cater for the student who may become an industrial designer as well as for the intending teacher and the artist in other fields.

In addition, the art schools will play a much greater part in the examinations than ever before. They will now award a proportion of the total marks on the strength of a student's performance during the course. They will also give marks for all work submitted for external assessment, though these will be subject to review by the outside examiners.

Other changes include the provision by the schools of materials to be used in the examinations in order that students shall be thoroughly accustomed to the medium in which they are working.

Two Thousand Boys in B.B. Festival of Britain Run

To mark the opening of the Festival of Britain next year the Boys' Brigade throughout the United Kingdom will organize a "B.B. Festival of Britain Run."

Relays of boy runners on five routes starting from John o'Groats, Land's End, Londonderry, South Wales and East Anglia will carry a message of loyalty to His Majesty, the King, their Patron, and the Run will be timed so that the final runners will all reach London on the same evening early in May.

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No. 3301

AUGUST, 1950

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Month by Month

Modern School Examina- tions.

LAST month it was reported that a modern school head master in Lincolnshire (Lindsey) had applied to his local education authority for permission to introduce into his school a course leading to the new General Certificate or its equivalent. The Governors of his school supported his application. In support of the application, it was claimed that there were pupils who could profit by such a course and that they should not be prevented from taking the examination. It was urged that the lack of the Certificate would debar such pupils from certain occupations. The differences between the School Certificate and the General Certificate to be introduced next year were mentioned. The differences were such as would make it easier for the examination to be taken in a modern secondary school. Details of the proposed course were submitted. When the application was discussed by the Lindsey Education Committee, it was stated that the grammar school provision and the arrangements for late transfers were such as to ensure that all pupils "capable of benefiting by an academic course" had, in fact, the opportunity already of taking such a course. It was also feared that the establishment of such a course at a non-grammar secondary school might lead to attention being given to the pupils taking that course to the detriment of the other pupils. The Education Committee, after very full discussion, decided against the application of the head master and governors. The matter is one of considerable interest and importance. It raises the very delicate issue of the freedom of the school. There can be no doubt that the local education authority acted within its powers, especially as the establishment of the course would have required the appointment of at least one additional teacher. At the same time the remote control of school courses is not always either easy or desirable. The matter has a special interest too, in view of the plea made by the Minister in the recent Circular for a longer school life in secondary schools of all types. If the new Certificate is to be what has been claimed for it, the entry for that examination of pupils from non-grammar secondary schools cannot be forbidden as a matter of principle.

In the above connection, attention may be drawn to the statement of the Minister of Education in last month's Parliamentary debate on Education:

"I am hoping that we shall develop a syllabus in the modern school which will not only enable children to remain until they are sixteen, but will enable them to pass this new Certificate examination with marks given for things never dreamt of in the old days of the School Certificate."

Clearly the Minister assumes that local education authorities will approve and not forbid the taking of the new examination in modern schools. He must have had in mind to that, consequent on the age limit laid down by him for that examination, the modern school course, at least for the pupils concerned, would have to be extended well beyond the age of sixteen. If there are to be any real developments on these lines in the next few years, the county college idea as originally conceived, and officially expounded, will have to be reconsidered.

Discipline and Happiness.

It was good that the Minister was able to conclude his speech with some statement of his views on the happiness of the school child. Voices are raised from time to time against the new methods and the new spirit in our schools. Often such protests are the result of insufficient acquaintance with the actual life in the schools as it really is to-day. Sometimes, however, they express the thoughtful conservatism of those who have spent many years in the job of teaching. In his Vice-Presidential address at the Methodist Conference, in Bradford, last month, Mr. C. W. Towlson, Head Master of Woodhouse Grove School, expressed his opinion that the craze for self-expression had been carried to excessive limits. Many educationists had thrown all discipline to the winds. Self-expression had been demanded without any enquiry into what the child had to express. He challenged the assumption of the child's inherent nobility and intelligence. If our young people are to be saved from moral destruction, some discipline is essential, either externally imposed or, better still, springing from a developed moral conscience. Mr. Tomlinson believes that unless one is reasonably happy when working, one is not doing one's best work. Unless children are reasonably happy, they cannot be taught properly. He regards it as "our job" to keep the children happy and to see that they are taught in such a way that the results we desire, not only in the shape of human happiness, but in the way of duty to others, are achieved. In the early debate, Mr. W. S. Morrison, M.P., gave his impression that with the gradual advance of human knowledge there had been an improvement in the happiness of children at school. Perhaps things are not quite as bad in the schools generally as Mr. Towlson thinks, for an undisciplined child is rarely a happy one.

* * * * *

On the 7th July, *The Times Educational Engineering Education* Supplement published an article on the work of Loughborough College, advocating what indeed appears to be inevitable, namely, its ultimate status as a technical university. The writer pointed out that students come from all over the world for the engineering courses for the Diploma of Loughborough College. The diploma is known and valued in industry. The satisfaction of industry with the diploma as it is to-day, with its high standard of achievement and its unique practice of alternate weeks at lectures and in the workshops, is indeed the only possible reason for its popularity. The engineering industry is not easily deceived. It was stated that this year some 800 students are taking the full-time diploma course in engineering, about a quarter of whom come from overseas. The writer, nevertheless, advocates the closer approximation of the diploma course to the more theoretical and academic courses of existing universities, by the addition or inclusion of more pure science, of a 'wider background' (whatever that may mean) and of certain unspecified non-scientific and non-technical subjects, such a reformed diploma might be extra to the present well-known Loughborough College Diploma, in which case there would be an inevitable attempt to devalue the present award. The writer referred to continental and American experience in "producing engineers able to hold their own in the world and fitted to undertake, one day, the responsibilities of business management." He appeared to be unaware that it is to be thus equipped and thus

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fitted that students have for some years been coming from every country and, indeed, every county to take the Loughborough Diploma course and that their subsequent careers have proved the value of that course. The comments of our contemporary are of particular interest in view of the speech made some two weeks later by Professor Cave-Brown-Cave, of Southampton, at the Metropolitan-Vickers Summer School for Professors and Lecturers in Engineering. His words have additional significance in that they referred to universities and should, therefore, be all the more applicable to Loughborough College. Professor Cave-Brown-Cave said that courses should be reorganized by directing more attention to the development of personal qualities and by reducing the time spent in lectures. University courses should be prepared to teach students the main principles of engineering practice and the practical application of those principles. Thus *The Times Educational Supplement* advocates the approximation of the Loughborough course to the less practical university course, while at a conference of university professors and lecturers it is urged that their courses should be remodelled on what is the well-known and well-tried pattern of the Loughborough College Diploma. It may be assumed that Loughborough College will not hasten to adopt 'reforms' which it may find are contrary to the demands of industry and the most up-to-date opinion on the education of engineers.

Art Education.

* * * * *

THE well-attended Conference and Annual General Meeting of the Association of Art Institutions at Liverpool, on the 25th and 26th July gave all possible evidence of the vigour and vitality of that comparatively young association. The election of Mr. H. S. Magnay, as Chairman for 1950-51, was a fitting recognition of much effective and able work by him on behalf of the Association. It is sometimes not unreasonably asked whether such meetings are really necessary. Could not all information necessary to governors and principals of art schools and to directors of education, be sent to them by post—including the papers prepared for such conferences. Undoubtedly that could be done. The Conference does, however, do what its name implies and what can only be done by a gathering together of those concerned. It allows them to 'confer'. This was particularly valuable under the excellent arrangements made at Liverpool. In art education more than in anything else it is necessary that directors, principals and governors should meet from time to time, informally, as well as formally. Even papers and addresses may not always be communicated effectively by post. The Presidential Address by the President of Magdalen, Oxford (Mr. T. S. R. Boase) would have been quite different if it had not been so admirably illustrated by slides showing the development of ecclesiastical art from Medieval times to Mr. Henry Moore. No script or prose report could possibly do full justice to the brilliant address by Sir Francis Meynell, R.D.L., on "Talking about Art." The following quotation is from the Secretary's Annual Report:

"In the six years of infancy of this Association, there must have been many who doubted the wisdom of its inception and the need for its existence. The past year has given sufficient evidence of its usefulness to dispel those doubts. Indeed, one lively observer who has himself been consulted freely by the Ministry, re-

marked some months ago that had there been no Association of Art Institutions, it would have been necessary this year to create one."

Those local education authorities with art institutions which have not yet joined the Association would be well advised to reconsider their position.

London Council of Social Service

Presiding at the annual meeting of the London Council of Social Service, the Lord Mayor of London, Sir Frederick Rowland, commented on the great interest which the Lord Mayor of the City of London always took in this work. He welcomed representatives of Government departments, local authorities, voluntary organizations, and members of the London Council of Social Service itself, which was founded thirty-one years ago. He said that London might be proud of the pioneer efforts of the Council and its record, and emphasized that it should continue to watch for new problems, to suggest solutions and to assemble agencies capable of dealing with them. The Lord Mayor said in conclusion that the desire of people to serve their fellow men was a long standing tradition in this country and while it continued it would be for the London Council of Social Service to see that it was made effective in London.

Sir John Anderson, addressing the meeting reminded them that the traditions of social service as we knew them had their roots very deep in history. He mentioned the duties of the Freeman in the community in Saxon times and recalled that the City of London could bear witness to the jealousy of our citizens in protecting their rights and liberties. The extent of this public function entrusted to bodies having no connection with government, central or local, must strike the foreigner as strange. He had little doubt that the stability and success of representative government in this country had been partly attributable to our tradition of voluntary service, which ensured a constant supply of men and women with aptitude for public service.

The community could now secure a much higher standard of living through advances in science and technology, etc. This meant more leisure and more opportunity for voluntary service and also more need to ensure that leisure was wisely used. Secondly, heavy taxation had cut deeply into the sources from which voluntary activity had formerly been maintained. Thirdly, the State now occupied a large part of the field of social service. This did not lessen the need for voluntary service, however, for if it was the life blood of democracy, its task was not finished when democracy had been established. Changes in the form of service were inevitable. Some formerly rendered voluntarily had become wholly or partially redundant. The need to-day was for a very close co-operation of voluntary services, to fill gaps in provisions made by the State, and to endow with flexibility those for which the State had become primarily responsible.

Sir John made mention of various fields which were pre-eminently matters for voluntary activity but pointed out that in present circumstances they must have effectual co-ordination with government action. He cited youth services and adult education provided by the Ministry of Education and supplemented by voluntary services and also the wide range of activities fostered and aided by arts councils.

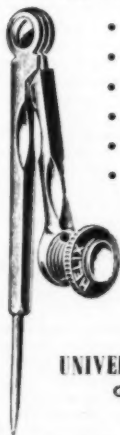
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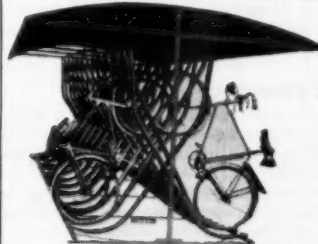
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Unesco Education Programme for 1951

(CONTRIBUTED)

Unesco, during 1951, will stimulate the movement for mass education in many parts of the world, chiefly by helping member states to develop and improve their work in such fields as fundamental and adult education. Unesco will, therefore, prepare teaching materials, organize seminars and educational conferences, help to train teachers at regional centres and develop educational co-operation through missions and the exchange of information.

Three educational missions will be sent to member states and inquiries into language and science teaching will be continued with the International Bureau of Education. The problem of expanding and lengthening free education and the effect of this on labour and industry will be discussed with the International Bureau of Education and the International Labour Office.

Unesco will give advice and provide technical facilities for the United Nations Technical Assistance Programme. The pilot project, started in Haiti between 1948 and 1950, will be further developed. The Government of India plans a pilot project in association with Unesco. A seminar on fundamental and adult education is planned for the Near East.

Unesco will continue a comparative study of curricula in use in the various countries of the world in the teaching of history, geography and social studies. It will issue a publication on the teaching of history and a Teacher's Guide to the Declaration of Human Rights. Studies on history and geography textbooks used in various countries will be continued, and an international seminar on the teaching of history in primary and secondary schools will be held.

To meet a request from the United Nations and its specialized agencies, Unesco will investigate measures to reduce illiteracy, to use native languages in teaching, and to stimulate international action to break down barriers to the access of women to education.

Special efforts will be made to determine and encourage the application of the most effective ways of teaching children about the Universal Declaration of Human Rights and about the United Nations and its Specialized Agencies.

Employment of Children

Draft By-laws submitted to the July meeting of the L.C.C. Education Committee relating to the employment of children in London, made the following major changes to present practice:

- (a) Employment on Sundays will be permitted for the purpose of delivering newspapers, but only for one hour between 7-0 a.m. and 9-0 a.m.
- (b) Employment on Saturdays will be permitted between the hours of 7-0 a.m. and 8-0 a.m., and 9-0 a.m. and 12-0 noon.
- (c) No child shall be employed on more than six days in any one week.
- (d) No child shall be employed unless he has with him an employment card provided by the Council.
- (e) In street trading no person under eighteen years of age shall be employed except that a boy over sixteen years of age may be so employed by his parent. Such employment must not exceed eight hours a day or forty-five hours a week.

BOOK NOTES

The School Gilbert and Sullivan, by Tony Hewitt. (Albany Press, 2s. 6d. net.)

We have said before in this column and we do not hesitate to say again that it is heart-warming to find the phase of abstract theorizing giving way a little among new books on education to records of actual experience and the conclusions to be drawn therefrom, penned by practising teachers and "field-workers." This is the crying need of the moment. The planners and the administrators have done their share (or, in the case of the slower ones, are beginning to do it). The outlines of the new educational system have been drawn; it is now for the men and women actually on the job to fill in these outlines, to experiment, to solve the new problems created by new opportunities, and, above all, to communicate the fruits of their experience to others. May the educational press cease to be a stamping-ground for the theorist and become instead a clearing-house for new ideas and methods which have been tried out in practice and found successful.

It is for this reason that we welcome such books as Mr. Tony Hewitt's modest little monograph on the production of Gilbert and Sullivan in schools. Mr. Hewitt is an enthusiast. He is, moreover, a man who loves and understands boys and has retained sufficient of the boy in his own heart to enjoy acting and helping others to act for the sheer fun of it. And his enthusiasm is catching. This is not a manual of production or acting in the usual sense; it is a lively account of what one school does each year—and has been doing for a decade or more—and of how the results are achieved. Mr. Hewitt's message to the reader might be summed up thus: "You do an annual play? Why not try Gilbert and Sullivan for a change—like this!"—E.F.C.

The Kingsway Book of Descants: Collected, edited and arranged by Leslie Russell, M.A., D.Mus. (Evans Brothers—Melody edition, 3s. 6d. net; Harmony edition, 5s. net.)

The art of descant, in spite of its long tradition going back to Mediaeval times, has largely fallen into disuse of late years. It is Dr. Russell's aim, in this admirable collection gathered over a period of twenty years, to assist in popularizing what he believes to be a valuable enrichment to congregational hymn-singing. A descant introduced in the middle of a long hymn or in the last verse of a shorter one can do much to revive the vigour of a flagging congregation and add interest and variety to the singing. The use of descant in schools has the added advantage of contributing to the musical education of the children.

The book is issued in separate melody and harmony editions, the melody volume containing the full words of the best-known hymn usually sung to each of the tunes treated. There are full indexes of both tunes and first lines, and the stout board covers should stand up well to continual use.—E.F.C.

The Teachers' Handbook of Test Construction, Marking and Records, by John C. Daniels, B.Sc., M.Ed. (Crosby Lockwood, 4s. 6d. net.)

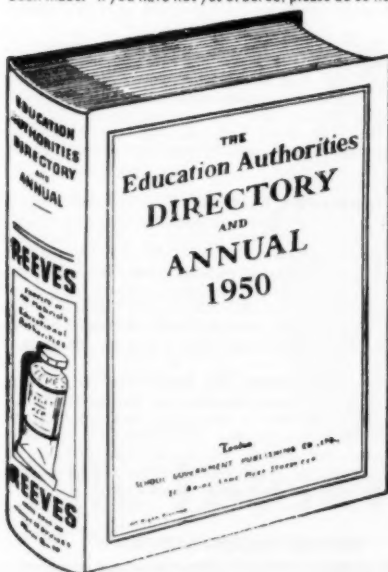
Each year more and more teachers, local authorities and public examining bodies are giving up the essay-type of examination question in favour of the "objective test" as a means of selection and of measuring ability or attainment. But once the examiner—whether it be the individual teacher or the external script marker—substitutes some method of teaching a reliable "standard" score for the combination of intuition and accumulated experience which lay at the root of most of the older kinds of marking, he does not easily

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rest satisfied until he has attained the highest degree of reliability in his marking that is humanly, or mathematically possible. Mr. Daniels' book can be strongly recommended to both types of teacher—those who require convincing that a more general introduction of objective tests into our schools, for all examination purposes and at all levels, is desirable, and those who, while accepting the value of the objective test and the standard scoring it makes possible, rather balk at the amount of trouble (and, dare we say, the grasp of mathematics) that is involved.

While all may not be prepared to go as far as Mr. Daniels in his condemnation of the essay-type of question, most would agree that he puts up a convincing case in favour of something a little more reliable than a form of examination which shows a coefficient of reliability of no more than .20—.25 compared with the .94—.97 obtained in objective tests of some 50—100 short answers each. He succeeds, too, in showing that the application of these objective tests—completion, selection and true/false—and the obtaining of reliable assessments from them, need not make yet one more serious demand on the teacher's time. The longer time admittedly required to compose such papers is more than offset by the comparatively short time taken in marking them, while Mr. Daniels himself goes far in his book towards removing the drudgery of transposing "raw" scores into standard marks and grades. Indeed, the title of the book is a sound indication of its contents and of its value to the up-to-date teacher.—E.F.C.

Modern Constructive French, Book Three, by Frank A. Hedgcock, Docteur ès Lettres, M.A. (University of London Press.)

With this volume the author completes his "concentric" French course in which the pupil is taken over the whole ground of elementary French in a series of ever-widening circles. The intention is that he should thus combine each year a more extensive mastery of the language with a firmer grasp of knowledge already gained. It is clear that a great deal of very careful thought and many years of teaching experience lie behind this interesting course, and there can be no doubt that pupils who were taken steadily and thoroughly through the three books by a competent teacher, would have laid an excellent foundation on which to build either for academic or for practical purposes. There is plenty of reading matter to arouse and sustain interest and the emphasis throughout is on the need for the pupils to rely as much as possible on themselves. Some teachers may feel, perhaps, that the "mechanics" of the book are a little over-elaborate. One can understand the author's reason (even if one does not agree with it) for placing the revision list of French words at the beginning of the book and their English equivalents at the end, but there seems no point at all in separating the exercises from the lessons and reading passages on which they are based. A class using this book—with the constant turning back and forth of pages involved—might well, one feels, become something of a strain on the teacher's nerves.—E.F.C.

La Petite Provinciale, by Sheila M. Smith, M.A., L.ès L. (University of London Press, 2s. 9d. net.)

Those teachers of French in girls' schools who have used Miss Sheila Smith's earlier volume, *Voici Marise*, will welcome this new reader for third and fourth year pupils which is arranged on the same plan. A series of delightfully convincing stories are woven round a central character—this time the little orphan Danielle, brought up by the widow Poncet. Each story is followed by ten straightforward questions in French to test comprehension and a list of idiomatic expressions. One or two simple and attractive poems by French authors have been added and there is a French-English vocabulary. A useful reader for the transition stage before the pupil is ready to start on more difficult French texts.—E.F.C.

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How do you Travel? No. 4907.—Strip 3 in the Meet Your Neighbour series, and one which is full of interest. The strip does more than the title implies, for while many forms of passenger travel are dealt with, more than half the frames are given to the transport of goods. The strip concludes with some methods of transport in other lands. 39 frames.

Canada—Maritime Provinces and Newfoundland, No. 4913.—Seven maps and thirty-four pictures give a good insight into the physical background and economic conditions of Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland. Emphasis has been laid on the industries peculiar to each region, forming a useful basis of comparison.

The Library Adventure, No. 4929.—The strip shows a boy and a girl making use of the facilities provided at a Public Library, and should encourage children to make more use of the library than borrowing a book. After joining, the boy learns how to use the Classified Catalogue. We are introduced to the Reading Room, Reference Library, and some varied activities provided from time to time. The concluding frames show how a request for a special book is dealt with at the Central Library or Regional Library Bureau. 38 frames.

Road Safety (Junior Series), No. 4934.—The strip covers the ground with which most children are now so familiar—kerb drill, where and how to cross the road, what not to do in the road, and where to play. It will serve to emphasize what has already been learnt. The twenty-nine pictures, all featuring children, are preceded by suitable captions and directions, rendering a script unnecessary.

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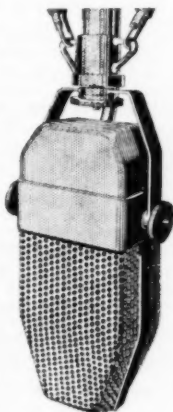
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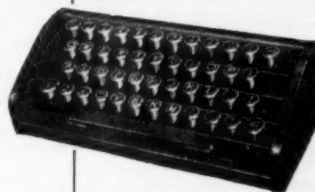
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MISCELLANY

Educational News Items from all Parts.

Mr. H. Dibden, M.A., B.Sc., has been appointed Chief Education Officer to the Stoke-on-Trent Education Committee.

Recent Appointments to Sunderland Education Committee are **Mr. R. Openshaw, M.A.,** as Deputy Director, and **Mr. Ronald Hedley, M.A.,** as Assistant Director.

Dr. E. C. Smith has been appointed principal of Wigan and District Mining and Technical College.

The Northern Regional C.O.I., having giving notice of a reduction in Mobile Film Units and that the unit operated from Alnwick would be redundant the Northumberland Education Committee have offered to assume responsibility for the unit.

A party of Norwegian science teachers, who are spending a month in this country at the invitation of the Ministry of Education, are winding up their visit at a Ministry of Education Short Course for Science Teachers which is being held at Wilton Park, Beaconsfield.

In accordance with the policy laid down by the County Council, Durham Education Committee have decided that qualified married women teachers shall be engaged in a permanent capacity. Such teachers holding posts which are normally occupied by men have been appointed as permanent teachers provided they agree to transfer to posts elsewhere if, and when, men teachers become available.

After consideration of requests received from the Cumberland and Manchester Education Authorities, the Surrey Education Committee have agreed, in principle, to permit those Authorities to use selected Surrey school buildings and canteen facilities, to enable organized parties of children to visit the Festival of London Exhibition during the summer holidays of 1951.

At its last meeting the Court of the Common Council of the City of London passed a resolution expressing appreciation of the services of **Mr. F. R. Dale,** who is retiring from the head mastership of the City of London School after twenty-one years as head.

Mr. H. D. Hughes has been appointed Principal of Ruskin College. Formerly Socialist M.P. for West Wolverhampton, he was Parliamentary Private Secretary to the Minister of Education from 1945 to 1947, and to the Under-Secretary for War from 1948 to 1950.

The L.C.C. Education Committee, at their last meeting, placed on record their gratitude to **Dr. G. P. Gooch, C.H., D.Lit., F.B.A.,** who for nearly thirty years has lectured to London teachers on the contemporary European situation—without accepting any fee for his services.

Four talks on the Art of Teaching as distinct from demonstrating have been given by **Miss Marjorie Bailey, B.Sc.,** Head of the E.A.W. Housecraft Department, to qualified Electrical Housecraft Advisors who wish their names to be added to the panel for teaching at Evening Institutes. The talks were given after discussion with the Inspector of Housecraft for the London County Council, and dealt with: Preparation of Lessons; The Teacher's Relation to her Class and Responsibilities; Class Organization—Ratios; Development of Group Work; Planning Schemes of Work.

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Some Centenary Endowment Scholarships for Boarders are offered on the result of the C.E.E. in June. These Scholarships are awarded on interview and are intended for boys of outstanding character who might not gain an open award. The maximum value of the Scholarships is equal to 33½ per cent. of the fees.

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PUBLIC NOTICES

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An illuminated book of honour, containing the names of 165 old boys of Eastbourne College who lost their lives in the late war, was unveiled last month by Major Gwilym Lloyd-George, Chairman of the Governors, and dedicated by the Rev. Francis Browne, rural dean of Lewes. Both are old boys of the College. The names of the fallen are also to be inscribed in stone at the gateway to the playing fields.

Four thousand cases of apples (160,000-lb.), part of a gift by the Canadian Government to the British Government, were allocated to London schools and have been distributed by the Ministry of Food on a basis of 1-lb. per child. Nearly half the school children of London have shared in this splendid gift.

The Government has agreed to increase the number of British teachers to exchange posts this year with United States teachers from 74 to 100. It was originally announced that the number of exchanges would be limited to 74 in consequence of the devaluation of the £.

The Royal Society for the Prevention of Accidents announces that its Director-General, Lt.-Col. J. A. A. Pickard, C.B.E., D.S.O., M.Inst.T., having reached the age-limit, is retiring at the end of this year. He will be succeeded by Major-General B. K. Young, C.B.E., M.C., the present Deputy Director-General.

The External Relations (Unesco) and Teachers branches of the Ministry of Education were transferred from Belgrave Square to 11, Bryanston Square, W.1, on July 31st, and the awards and special services branches will move there on the 28th of this month.

The Carnegie United Kingdom Trustees have appointed the Right Honourable the Countess of Albemarle to be a life member of the Trust. Lady Albemarle is Chairman of the Development Commission and of the National Federation of Women's Institutes.

Northumberland Education Committee have recommended that a teacher's dwelling-house be provided in general for maintained rural schools and that where a new house is provided or an existing house is modernised, the occupation of the head teacher's dwelling-house be a condition of appointment.

A team of eleven Hertfordshire educationalists, led by Mr. John H. Newsom, Director of Education for Hertfordshire, are taking part in a summer school with fifty Norwegian teachers of English, arranged by the British Council and the Norwegian Ministry of Education, at Larvik, Norway.

Teachers of Music from New Zealand, Norway, Sweden, the Netherlands, Switzerland, France, Denmark, and Italy, among them a Professor of the Strasbourg Conservatoire and a concert pianist from Amsterdam, are now in London for a course at the Royal Academy of Music. The course has been arranged by the Ministry of Education primarily for British teachers, but, as in the previous two years, candidates from overseas are being welcomed.

GRAMOPHONE REVIEW

Handel Overture or Suite in C Major, played by the London Baroque Ensemble conducted by Karl Haas on one 12-in. record, No. R.20581 (Parlophone).

Rondo from the "Haffner" Serenade by Mozart (K250), played by the Vienna Philharmonic Orchestra conducted by Karl Böhm, with Willi Boskowsky playing the solo violin, on HMV C.3990.

Both these records of delightful music are played with a great sense of style. As occasional music, designed to form a pleasant background for social gatherings, they are neither of them at all profound, but rather very elegant, witty and well-mannered. The playing in both cases is excellent, and could serve as a model for students of the two composers. Up till now the only recording of the Mozart that has been available was an arrangement for violin and piano. The recordings are clear and well-balanced, and it is a real pleasure, in the case of the London Baroque Ensemble, to hear such beautiful wind playing.

Beethoven Quartet No. 12 in E Flat Major, Op. 127, played by the Hungarian String Quartet, HMV Nos. DBS 9472 and DB 9473-6 (automatic couplings only).

The Beethoven Quartet, by far the most important work in this group, is the perfect contrast to these two. In his last quartets, written when Beethoven was deaf and turning more and more in on himself, one is never conscious of an audience. The composer muses in solitude, soars into mystical heights, breaks off into dance rhythms, returns to his serene contemplation. There is constant flow and change, sometimes subtle, sometimes abrupt, and the players can only do justice to the work to the extent that they are able to convey this living movement. This recording is rather disappointing. Compared with the Busch Quartet, the playing of the Hungarians is not sufficiently fluid, and their tone generally is not as good as one might have hoped, particularly in the rapturous soaring passages.

"Gestillte Sehnsucht," for Alto with Viola and Pianoforte accompaniment, by Brahms, Op. 91, sung by Kirsten Flagstad with Herbert Downes and Gerald Moore, on HMV DA 1932.

The serene contemplation of the Brahms song has more in common with the Beethoven than with the earlier two. It is interesting to compare this recording with one made by Kathleen Ferrier. On the whole, I prefer the latter, in spite of Kirsten Flagstad's magnificent voice. The song is taken more slowly than in the Ferrier recording, and as a result, is spread over two sides of a 10-in. record whereas the Ferrier fits into one side of a 12-in. The song drags a little at the slower pace, and is not helped by the break in the record. Moreover, the balance of the voice, viola and piano is more successful in the Ferrier than in this recording, but no doubt Flagstad enthusiasts will find other compensations.

The Address of the National Committee for Visual Aids in Education, is now 35, Queen Anne Street, London, W.1., and the telephone number: Langham 2672.

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